

South Dakota Department of Education

Consolidated State Application Accountability Workbook

for State Grants under Title IX, Part C, Section 9302 of the Elementary and
Secondary Education Act (Public Law 107-110)

Approved by USDOE on xxxxxxxxxxxx
Amended with Approval

Proposed Amendments to Critical Elements 1.2, 1.6, 2.1, 3.2, 3.2a, 3.2b, 3.2c, 5.3., 5.4. , 7.1,
9.2, 9.3, 10.1, and 10.2
Final Information as of July 25, 2005



U. S. Department of Education
Office of Elementary and Secondary Education
Washington, D.C. 20202

CRITICAL ELEMENT**3.2a What is the State's starting point for calculating Adequate Yearly Progress?**

South Dakota will hold schools accountable for having 100% of the students reach proficiency by 2013-14 in two academic content areas in its school and district grade span accountability systems: reading and mathematics. Schools will be required to show that they have at least a minimum status score, beginning in 2002-03, which will be raised over time. The starting point for 2002-03 will be calculated by ranking schools in terms of the school status score, and denoting the school status score of the school enrolling the 20th percentile student in terms of overall school enrollment for 2002-03. Starting points, intermediate goals, and AMOs will be calculated separately for two grade spans—high schools (schools that enroll students in grade 12) and elementary/middle schools. Every subgroup, school, and district grade span in the state will be accountable for meeting the high school or elementary/middle school AMOs.

District and state grade spans will be held to the applicable AMOs established. Both the elementary (grades 3-5) and middle school (grades 6-8) grade spans will be held to the starting point and the subsequent AMOs established for the K-8 group. The district and state high school grade span will be held to the AMO set for the 9-12 grade span as established.

Due to a timeline waiver approved by USDOE, the initial AYP starting point was determined for reading and mathematics in the summer of 2003. The State determined the starting points for reading/math using the NCLB prescribed methodology for 2 different methods. Both methods were calculated, and then the higher of the two used. In all cases, the higher calculation was the school status score of the school enrolling the 20th percentile student in terms of overall school enrollment. The following chart shows the results of the calculations for each grade span and subgroup.

Starting Point Calculations: Based on 2002-2003 Data

<u>Grouping</u>	<u>Subject</u>	<u>% Based on 20% Enrollment</u>	<u>Lowest Subgroup %</u>	<u>Sub-Group Description</u>
K-8	Reading	65.9%	29.5%	State K-8 LEP Reading
K-8	Math	45.9%	16.9%	State K-8 LEP Math
9-12	Reading	50.0%	7.5%	State 9-12 LEP Reading
9-12	Math	60.2%	12.9%	State 9-12 IEP Math

The starting points for 2003 for each grade span are as follows:

<u>Grouping</u>	<u>Subject</u>	<u>Starting Points</u>
K-8	Reading	65%
K-8	Math	45%
9-12	Reading	50%
9-12	Math	60%

Due to a change in the academic content and achievement standards as well as the assessment for reading, the AYP starting point for reading was revised during the summer of 2005. The State determined the starting point for reading using the NCLB prescribed methodology for 2 different methods. Both methods were calculated, and then the higher of the two used. The following chart shows the results of the calculations for each grade span and subgroup.

Starting Point Calculations: for Reading Based on 2004-2005 Data

<u>Grouping</u>	<u>Subject</u>	<u>% Based on 20% Enrollment</u>	<u>Lowest Subgroup %</u>	<u>Sub-Group Description</u>
K-8	Reading	78.5%	41.3%	State K-8 LEP
9-12	Reading	66.5%	13.5%	State 9-12 LEP

The 2005 starting points for Reading for each grade span are as follows:

<u>Grouping</u>	<u>Subject</u>	<u>Starting Points</u>
K-8	Reading	78%
9-12	Reading	66%

Content standards and achievement descriptors for mathematics have been revised and will be implemented during the 2005-06 school year. The Dakota STEP assessment is also under revisions to ensure alignment with these revised standards and the revised assessment will be administered in spring 2006. Cut scores for the revised math assessment will be set in May 2006. South Dakota will follow the established procedure for re-establishing the starting point for mathematics as described above for reading. The new target for mathematics will be implemented for determining accountability based upon the Dakota STEP assessment results from the 2005-06 school year.

CRITICAL ELEMENT

3.2b What are the State's annual measurable objectives for determining adequate yearly progress?

South Dakota will hold schools and districts accountable for having 100% of the students reach proficiency by 2013-14. Starting points, intermediate goals, and AMOs will be calculated separately for two grade spans—high schools (schools that enroll students in grade 12) and elementary/middle schools, and for districts /State. Every subgroup, school, and district grade span in the state will be accountable for meeting the high school or elementary/middle school AMOs.

The starting point for reading was recalculated July 2005 to reflect changes in academic content and achievement standards as well as the assessment for reading. AMOs were also recalculated, preserving the 100% proficiency requirement no later than the 2013-2014 school year. Likewise, the starting point for mathematics will be recalculated June 2006 to reflect the revisions to the mathematics content and achievement standards as well as the assessment for math. AMOs for math will then be recalculated.

Annual measurable objectives for each grade span and subject area:

	K-8		9-12	
School Year	Reading	Math	Reading	Math
2002-2003	65%	45%	50%	60%
2003-2004	65%	45%	50%	60%
2004-2005	78%	54%	66%	67%
2005-2006	78%	54%	66%	67%
2006-2007	82%	54%	72%	67%
2007-2008	82%	63%	72%	73%
2008-2009	82%	63%	72%	73%
2009-2010	86%	63%	77%	73%
2010-2011	90%	73%	83%	80%
2011-2012	94%	82%	89%	87%
2012-2013	96%	91%	94%	93%
2013-2014	100%	100%	100%	100%

CRITICAL ELEMENT

3.2c What are the State's intermediate goals for determining adequate yearly progress?

Intermediate goals will be established that require schools to increase their minimum performance from the starting point to 100% in five equal intervals, with each increase occurring no more than three years apart. South Dakota will increase the first intermediate goal for math in 2004-2005, then in 2007-08, 2010-11, 2011-12, 2012-13, and 2013-2014. Annual measurable objectives (AMO) will be established that reflect this schedule for increasing the intermediate goals.

The starting point for reading was recalculated in July 2005 to reflect changes in the state's academic content and achievement standards for reading as well as the reading assessment. Intermediate goals were re-established, once the revised starting point was calculated, that requires schools to increase their minimum performance from the starting point to 100% in equal intervals, with each increase occurring no more than three years apart. This same procedure will be followed in setting intermediate goals for math once the starting point is recalculated in June 2006. South Dakota has devised the following schedule that will synchronize the increases for reading and math during the 2010-11 school year.

Schedule for Intermediate Goal Increases

	K-8		9-12	
School Year	Reading	Math	Reading	Math
2002-2003	65%	45%	50%	60%
2004-2005	Reset	54%	Reset	67%
2005-2006	Same as '05	Reset	Same as '05	Reset
2006-2007	Increase	Same as '06	Increase	Same as '06
2007-2008	Same as '07	Increase	Same as '07	Increase
2008-2009	Same as '07	Same as '08	Same as '07	Same as '08
2009-2010	Increase	Same as '08	Increase	Same as '08
2010-2011	Increase	Increase	Increase	Increase
2011-2012	Increase	Increase	Increase	Increase
2012-2013	Increase	Increase	Increase	Increase
2013-2014	100%	100%	100%	100%

Intermediate Goals for Reading:

	K-8	9-12
School Year	Reading	Reading
2002-2003	65%	50%
2004-2005	78%	66%
2006-2007	82%	72%
2009-2010	86%	77%
2010-2011	90%	83%
2011-2012	94%	89%
2012-2013	96%	94%
2013-2014	100%	100%

Intermediate Goals for Math will be calculated in summer 2006.